

# Inspection of Playdays Nursery Monk Bretton

Mencap, Burton Road, Barnsley, Yorkshire S71 2JS

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Inspection date: 9 December 2021

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## What is it like to attend this early years setting?

### The provision is good

Children are happy and engaged in this welcoming nursery. Babies and children make a smooth start to their learning experiences. Staff help children develop social skills, for example by helping them build strong relationships with different adults. Staff work closely with parents to understand children's interests, needs and routines thoroughly. This provides a springboard for careful planning for children's development and ensures they are well prepared to start school.

Children feel safe and well-cared-for. They learn to be increasingly independent and to look after themselves in their play. For example, children learn to use scissors safely as they create Christmas tree collages. Children develop an understanding of the importance of cleaning their teeth in their dental role play. They listen to instructions from adults well and are polite and friendly to their friends. For example, children help each other to put their coats on when they get ready to go outside.

Children enjoy learning. They are inquisitive and keen to achieve. For example, babies try hard to pull themselves onto the nursery furniture as they make their first attempts to stand. Older children work together to dig for 'buried treasure' and count the treasures they find together. Children enjoy listening to stories, songs and action rhymes throughout the day.

## What does the early years setting do well and what does it need to do better?

- The manager provides a clear vision for the development of the provision, which is shared by her staff. She helps staff to build on their skills and knowledge through effective training and good support. The manager and her staff regularly review the planning, assessment and curriculum to ensure they remain effective. This approach helps to ensure all children make good progress to achieve their full potential. Staff aim to constantly improve opportunities for the children in their care.
- Overall, staff plan well to help children develop their communication skills and to encourage a love of reading. They work closely with parents to identify their children's ability when they first start. Staff use this information to plan for children's future learning. They focus well on helping babies and children to understand and communicate their thoughts and ideas to others. For example, staff help children to explain the sensations they feel as they stroke different fabrics in a book about a dinosaur. Staff speak clearly and read stories well. However, they sometimes use language that is too simple during activities and do not introduce children to new words to help extend their vocabulary.
- Children are well behaved. Staff work closely with parents to follow the babies' home routines for playing, eating and resting. This helps babies to develop their

independence and sense of security. Staff help children build their social skills. For example, they encourage them to play together and build relationships with other children. They encourage children to take turns and to be patient and polite.

- Staff strongly promote children's well-being and healthy living. Staff help children to understand the importance of healthy eating. The cook prepares well-planned nutritious meals and snacks, in consultation with staff and children. Staff successfully support children's toilet training and general hygiene awareness, including washing their hands thoroughly and cleaning their teeth regularly.
- Staff provide children with opportunities to be physically active and develop their muscle control. For example, children learn to squeeze, roll and shape play dough or cut and stick paper and card to develop their finger control. However, the development of children's larger muscle control is not always systematically developed. For example, the bicycles and other toy vehicles children ride are not always closely matched to their ability to balance or pedal.
- Parents hold the nursery in high regard and feel that the manager and her staff know their children very well. They value the support offered to them. Parents appreciate the positive steps that staff take to minimise the impact of the COVID-19 pandemic on children's learning and to keep everyone safe. They also welcome the regular communication they receive about their children's progress and the guidance to support learning at home.

## Safeguarding

The arrangements for safeguarding are effective.

The safeguarding lead makes sure that staff receive the training they need to keep their knowledge up to date. She regularly sets further challenges and tests staff's knowledge to deepen their understanding. Staff have a good understanding of child protection procedures and the nursery's policies. They are vigilant. Staff know the signs that indicate a child may be at risk of abuse and neglect. They are clear about the action to take if they have a concern about a child's welfare.

## What does the setting need to do to improve?

**To further improve the quality of the early years provision, the provider should:**

- focus staff development on further extending children's vocabulary
- strengthen the planning and organisation of outdoor activities to support children's systematic development of physical skills, especially their large-muscle control.

## Setting details

<b>Unique reference number</b>	2544783
<b>Local authority</b>	Barnsley
<b>Inspection number</b>	10215500
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	55
<b>Number of children on roll</b>	97
<b>Name of registered person</b>	Heilds, Natalie Jayne
<b>Registered person unique reference number</b>	RP536212
<b>Telephone number</b>	01226 397893
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Playdays Nursery Monks Bretton registered in 2019 and is located in Barnsley. The nursery employs 17 members of childcare staff. Of these, 13 hold relevant qualifications at level 2 or above, including 10 at level 3 and one at level 6. The nursery opens from Monday to Friday all year round, except for bank holidays. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Andrew Clark

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector conducted a learning walk together to review children's learning experiences.
- The children talked to the inspector about their activities.
- The manager and the inspector conducted a joint observation of children's activities.
- Discussions were held with senior leaders and members of staff.
- The inspector discussed the management and organisation of the nursery with the manager. He reviewed relevant documents.
- The inspector held discussions to seek the views of parents.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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